

LEADERSHIP FOR REFORM

**An Online and Broadcast Course for
Graduate Credit and Professional Development**

featuring

**Research-Based Leadership Development Topics
Including Interviews and Practical Suggestions**

The Commonwealth Educational Policy Institute (CEPI) announces the production of *Leadership for Reform*, an online course for school leaders with graduate credit available through Virginia Commonwealth University (VCU) and professional development training through the Virginia Department of Education (DOE). The host for the multi-media modules is **Dr. William (Bill) C. Boshier, Jr.**, Dean and Distinguished Professor of Public Policy and Education, VCU School of Education and Executive Director of CEPI. In addition, Dr. Boshier has been a local district superintendent and a former State Superintendent of Public Instruction.

The course consists of six 30-minute video modules with accompanying multi-media instruction using “Blackboard Course and Portal Solutions.” The modules offer research-based “best practices” through interviews with practicing educators and education consultants from K-12 and higher education.

Each module focuses on today’s emphasis on accountability and its impact on the role of school leaders in these major responsibilities: Data-driven Management, Planning, Personnel Administration, Public Relations, Technology, and Ethical Leadership. The interviews -focused dialogues- provide an overview of each topic incorporating many practical examples of major points. Additional research and problem solving activities are provided through a structured “Blackboard” assembly of assignments with abundant opportunities for student interaction.

Graduate credit applicants may register in the Spring, 2003 through VCU continuing education. Fees are assigned by the providing institution. For additional course and broadcast information contact www.cepi@vcu.edu.

Summaries of Course Content, plus Presenters Interviewed by Dr. Boshier:

All modules were produced with a grant and technical assistance from the Department of Technology, Virginia Department of Education in Richmond, Virginia.

- **DATA DRIVEN MANAGEMENT, Module #1**

Discusses the necessary support and commitment for successful management and the use of data, provides insight on how educators currently use data, the types of data, data disaggregation, different uses of data by leaders, questions leaders should ask and the relationship between standards assessment and classroom assessment. Concludes with a discussion about standards alignment with

curriculum, training, student motivation, and issues relating to teaching to the test and teaching the skill of test taking.

- * **Dr. Doris Redfield**, Executive Director, Appalachia Educational Laboratory
- * **Martha (Penny) Blumenthal**, Director, Research & Planning, Henrico County Public Schools
- * **Lynn Thorpe**, Director, Elementary Education, Henrico County Public Schools

- **PLANNING, Module #2**

Focuses on the need for quality planning; describes planning models best suited for educational reform; explains what is driving better planning in educational leadership, as well as confusing terminology, planning requirements, and barriers to good planning. Also, emphasizes planning that goes beyond what is initially committed to paper.

- * **Dr. R. Daniel Norman**, Deputy Director, Commonwealth Education Policy Institute and Former Assistant Superintendent for Research and Planning, Henrico County Public Schools

- **PERSONNEL DEVELOPMENT, Module #3**

Discusses legal and educational requirements for personnel accountability/evaluation and professional development; compatibility of accountability and professional development; then speaks specifically to issues relating to differentiated evaluation; tough teacher service decisions; professional development plans; training, mentoring and ownership of evaluation; and the relationship of student learning and achievement to personnel retention, attrition, and performance.

- * **Dr. Hattie Webb**, Former Assistant Superintendent for Personnel Administration
- * **Dr. Judy Flythe**, Director, Staff Development, Chesterfield County Public Schools

- **PUBLIC RELATIONS, Module #4**

Supports a balanced approach to public relations by the school leader, provides information for principals and teachers relating to responses to questions by the media. Addresses concerns such as high stakes testing, accountability, student achievement, and school climate. Gives experience-based information for becoming proactive and developing a strategic communications plan for the school. Also, provides tips on what to say, when to say it, how to determine what should be said, and who should respond to the various publics. Supports good morale as a key to good public relations.

- * **Dr. Douglas Fiore**, Professor, Virginia Commonwealth University

- * **Dr. Anne Meek**, CEPI Eastern Virginia Representative, and Book Development Editor, Association for Supervision and Curriculum Development (ASCD)

- **TECHNOLOGY, Module #5**

Focuses on the use of online data services available to schools and identifies online testing pilot projects. Describes the role of the technology leader. Discusses state-of-the-art technologies including the current status of use, the effectiveness of certain technologies, benefits, costs, access, and compatibility. Explores future uses of virtual trips, technology as a learning convenience, and technology's contributions to student learning and staff development.

- * **Dr. Zaryl Schoeny**, Professor of Education, University of Virginia

- * **Lan Neugent**, Assistant Superintendent for Technology, Virginia Department of Education

- **ETHICAL LEADERSHIP, Module #6**

Deals with leader relationships with the community and staff and issues such as school safety, administrator shortages, core values, student achievement and accountability. Responds to questions such as: "Is it possible to leave no child behind? What are the most important core values to support within a school community? How do school administrators nurture leadership among teachers?," and "How do leaders deal with specific elements of change?" Also focuses on "How does the current focus on accountability and student performance contribute to or detract from the provision of ethical leadership?"

- * **Dr. Jim Upperman**, Professor of Education, George Mason University and former Virginia school division superintendent

- * **Dr. David Brazier**, Professor of Education, George Mason University and former school principal